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ABSTRACT

This unit of instruction on attitudes, habits, and behaviors toward energy usage was designed for use by home economics teachers in Florida high schools and by home economics extension agents as they work with their clientele. It is one of a series of 11 instructional units (see note) written to help teachers and agents to educate their students and clients about the problems of energy shortages and strategies for energy conservation and management. Topics covered in this unit include identifying possessions and activities that are important to the individual; identifying behaviors, activities, and practices that individuals are willing to change to better manage and conserve energy; describing a desirable lifestyle for the future; and identifying alternative courses of action for conserving energy. The unit contains student performance objectives, content information, teaching-learning activities, student handouts, transparency masters, and evaluation instruments. (KC)

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ED210533

# LOW ENERGY TECHNOLOGY
# A UNIT OF INSTRUCTION
# IN
# HOUSING AND HOME ENVIRONMENT
# ATTITUDES

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1980

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This unit of instruction was developed as a part of the Low Energy Technology Program of the Institute of Food and Agricultural Sciences, University of Florida. Additional copies of this and other units of instruction in Low Energy Technology can be obtained by contacting the Instructional Materials Service, 101 Rolfs Hall, University of Florida, Gainesville, Florida 32611.

## INTRODUCTION

The energy crisis which Americans have and will continue to experience requires efforts by all of us to make more efficient use of our energy resources. As energy sources dwindle, supplies decrease and prices increase, consumers are faced with difficult decisions regarding their personal consumption of energy and the impact the energy problem will have on their lives.

This unit of instruction deals with attitudes, habits and behaviors. It emphasizes the affective domain and thus contains less cognitive information than other units in this series. There are four student performance objectives in this unit of instruction on Attitudes and upon completion of this unit, the student will be able to:

1. Identify possessions and activities that are important to the individual.

2. Identify those behaviors, activities and practices they are willing to change in order to set new priorities to better manage and conserve energy.

3. List at least two specific short-term and two specific long-term goals of a desired lifestyle for the future and explain how energy consumption is interrelated with these goals and what effect energy may have on those goals.

4. Before making an energy consumption decision, identify alternatives which may achieve the same end result while using less energy.

There are several suggested teaching-learning activities for each objective. It is not recommended that all activities be included in the instruction of this unit nor that they be taught in the order listed. Rather it is suggested that the teacher select those teaching-learning activities most appropriate for the students or homemakers in the group and with which the teacher feels competent and comfortable.

Included in this unit of instruction are student performance objectives, content information, teaching-learning activities, student handouts, transparency masters and evaluation instruments.

This unit of instruction was designed for use by home economics teachers in Florida high schools and by extension home economics agents as they work with youth and adults. It would be appropriate for use by professional home economists as they work with their clients.

This unit of instruction was developed by the Department of Agricultural and Extension Education and Department of Home Economics, Institute of Food and Agricultural Sciences, University of Florida as part of their Low Energy Technology Program.

LOW ENERGY TECHNOLOGY

UNIT: ATTITUDE | HOUSING AND HOME ENVIRONMENT | MODULE: VALUE CLARIFICATION

| STUDENT PERFORMANCE OBJECTIVES | CONTENT | TEACHING-LEARNING ACTIVITIES |
|---|---|---|
| Upon completion of this module, the student will be able to:<br><br>1. Identify possessions and activities that are important to the individual. | Values are the feelings and attitudes that we have about the relative worth and importance of things; such as material possessions, activities, and ideals, principles or beliefs.<br><br>There are different types of values: moral, spiritual, aesthetic, sensual, prestige, economic and practical.<br><br>Process of Value Clarification:<br><br>-Seven factors<br>-Value versus ideal or opinion<br>-Difference between "I believe" and "I think" | Read: Values Clarification<br><br>Review the definition of values and what values are with class members. (Students should understand the concept of personal values they hold before starting this unit.)<br><br>Handout: "Possessions and Lifestyles" for students to complete. Have each student select the four items from the list of possessions most important to them to report on these in class.<br><br>Make three lists on the board. One list of possessions which could not be eliminated, a second list of possessions difficult to eliminate and a third list which would be easy to do without. |

LOW ENERGY TECHNOLOGY

UNIT: ATTITUDE | HOUSING AND HOME ENVIRONMENT | MODULE: SETTING PRIORITIES

| STUDENT PERFORMANCE OBJECTIVES | CONTENT | TEACHING-LEARNING ACTIVITIES |
|---|---|---|
| Upon completion of this module, the student will be able to: | | |
| 2. Identify those behaviors, activities and practices they are willing to change in order to set new priorities to better manage and conserve energy. | When using energy or in our attempts to conserve energy, we must take into account our economic, practical and self-esteem values, and even our moral, aesthetic and spiritual values.<br><br>Today, our society uses large quantities of energy. Our lifestyle is based on materials and activities which use high levels of energy. As energy becomes limited and more costly, reductions in the amount of energy used must be made. Individuals will have to set priorities and determine those materials and activities which are most important to them and find non-or low energy consuming alternatives. Lifestyles will change.<br><br>By examining personal values, individuals can determine what energy consuming habits and possessions are to be maintained and which can be deleted or altered in order to manage and use energy more efficiently. | Review the Handout "Possessions and Lifestyles". Discuss the effect these possessions would have on energy consumption and conservation.<br><br>Have students individually complete the Handout on "Energy Ethic". Discuss what activities are most important. What activities could be eliminated in a severe energy crises?<br><br>Have the students individually complete the Handout "Electrical Household Appliance Checklist". Make class composite of the eight items not to be given up. Does everyone have about the same items on their list? Why?<br><br>Have students complete Handout "Things I Like to Do". Have students list ways they could conserve energy from the list. Did parents use less energy? Why?<br><br>Handout: "Leisure Time Activities", two sheets. Have students complete the table and questions. Hold class discussion. |

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LOW ENERGY TECHNOLOGY

UNIT: ATTITUDE — HOUSING AND HOME ENVIRONMENT — MODULE: SETTING PRIORITIES

| STUDENT PERFORMANCE OBJECTIVES | CONTENT | TEACHING-LEARNING ACTIVITIES |
|---|---|---|
| | | Handout and/or Transparency "Actions to Save Energy". Have students complete the instrument. Determine class mean for each statement. Discuss. |

LOW ENERGY TECHNOLOGY

UNIT: ATTITUDE | HOUSING AND HOME ENVIRONMENT | MODULE: GOALS AND LIFESTYLE

| STUDENT PERFORMANCE OBJECTIVES | CONTENT | TEACHING-LEARNING ACTIVITIES |
|---|---|---|
| Upon completion of this module, the student will be able to:<br><br>3. List at least two specific short-term and two specific long-term goals of a desired lifestyle for the future and explain how energy consumption is interrelated with these goals and what effect energy may have on those goals. | Goals are the things people want and are willing to work for. They may be material things, such as a new coat or car; or activities, such as winning a game or taking a vacation, or earning or saving a sum of money.<br><br>Goals can be either short-term, one year or less; or long-term, one year or more.<br><br>How and what people do is often directed by the goals that they have set.<br><br>Lifestyles are the type of things people do and the manner in which they do them.<br><br>The future energy sources and their supply will have an effect on the possessions people will have and the type of lifestyle they will live. | Explain goals and lifestyles.<br><br>Handout: "A Day When ...". Divide students into groups. Each group will research and write a short summary on a day in an earlier time period. Groups can be assigned time periods of 25, 50, 100, 150, etc. years ago. Each group will present a class report.<br><br>Have students complete Handout "Energy Action". Determine the class means for each of the three situations. Discuss.<br><br>Have each student individually rate the items on the Handout "The Choice is Yours". Divide the class into small groups and have each group explain how they ranked the statements and why.<br><br>Divide class into small groups. Each group is to discuss how the assigned resource (solar, wind, tidal, nuclear, synthetic fuels, etc.) will affect future lifestyles. The group should consider buildings, energy consuming appliances, transportation, food, recreation, job opportunities, etc. Each group should report to the class. |

LOW ENERGY TECHNOLOGY

UNIT: ATTITUDE | HOUSING AND HOME ENVIRONMENT | MODULE: GOALS AND LIFESTYLE

| STUDENT PERFORMANCE OBJECTIVES | CONTENT | TEACHING-LEARNING ACTIVITIES |
|---|---|---|
| | | Have students write a short story on what they want to be doing in 10, 20, and 30 years from now and how they think the energy situation will have an effect on their lifestyle at those times. Will they be doing the same things in the same way that they are now? How will everyday activities be different? How will goals be different?<br><br>Have each student interview a grandparent or someone of about that age to learn what it was like growing up, their lifestyle, and the types of energy used. Have them ask: How are lifestyles different now? How was energy received into the home and how was it used? Have a few students report on what they learned. |

LOW ENERGY TECHNOLOGY

UNIT: ATTITUDE — HOUSING AND HOME ENVIRONMENT — MODULE: DECISION-MAKING

| STUDENT PERFORMANCE OBJECTIVES | CONTENT | TEACHING-LEARNING ACTIVITIES |
|---|---|---|
| Upon completion of this module, the student will be able to: | | |
| 4. Before making an energy consumption decision, identify alternatives which may achieve the same end result while using less energy. | Decision making is the process of determining a course of action.<br><br>Actions are a result of a decision. Even a non-decision is a decision. You decided not to decide.<br><br>Decisions are made as part of everyday life. Sometimes they are so small that we are not conscious of making the decision.<br><br>Personal values, beliefs and attitudes play a large part in making decisions. We usually decide things on the basis of what is important to us.<br><br>With the energy future uncertain; many changes will take place in our lives. Many decisions will need to be made.<br><br>Decision-Making Models.<br><br>Add-on decision-making is a series of smaller decisions which ultimately leads us to a major decision.<br><br>The decision tree plots out alternatives and the impacts they may have.<br><br>The central satellite process helps in analyzing the impact of a single decision on other decisions that will have to be made. | Handout: Read "Make up Your Mind: Improving Your Decision-Making Skills".<br><br>Review definition of decision-making.<br><br>Explain and discuss the four types of decision-making models.<br><br>Have the students complete the Handout "Vehicle Use" for 1 week. Discuss in class how personal vehicles are used. How can their use be reduced?<br><br>Explore transportation alternatives for your community instead of each individual driving their own vehicle. |

| STUDENT PERFORMANCE OBJECTIVES | CONTENT | TEACHING-LEARNING ACTIVITIES |
|---|---|---|
| | Decision web is a process in which decisions must be made by a group.<br><br>Nine-step decision-making model to:<br>-determine the problem<br>-decide on a goal<br>-set a standard<br>-determine your resources<br>-determine your alternatives<br>-determine your best alternative<br>-sequence your actions<br>-make your revisions<br>-carry out your plan | What decisions are going to have to be made with more people driving and more autos on the road? What decision-making model was utilized in the process of seeking alternatives.<br><br>Have students select an energy problem relevant to them and work out the decision using one of the models discussed. (Hang up posters on decision-making models from Decisions, Decisions).<br><br>Show transparency: Decision-making in Action.<br><br>Divide class into groups to brain-storm and discuss alternatives to energy problems. Topics which can be included for discussion are:<br>-energy alternatives<br>-heating and cooling a house<br>-recycling<br>-transportation<br>-living a simple life<br>-lessening energy consumption<br>Have each group report to the class.<br><br>Have students individually complete the Handout, "Energy Use and Abuse" listing five energy consuming items they use daily. |

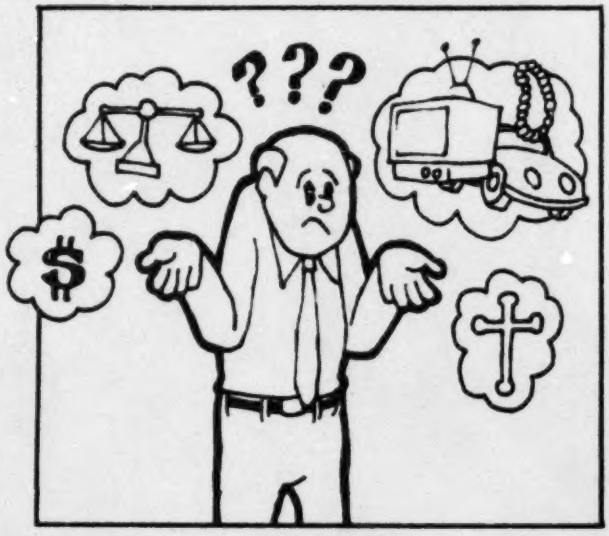
Human Development

EHE FACT SHEET

# Values Clarification

Bill Burk

Florida Cooperative Extension Service/Institute of Food and Agricultural Sciences/ Univ. of Florida /John T. Woeste, Dean




What Are Values?
What Are Your Values?
What Is Values Clarification?
Why Is It Important?
How Is It Done?

**What Are Values?** The feelings and attitudes that we have about the relative worth or importance of things make up our values. The things we value may be material possessions such as clothing, property or automobiles. Valued things may be the activities that we enjoy: sports, music, our work, our family or friends, etc. We also value or hold dear certain ideals, principles or beliefs.

A personal system of values is made up of all the things that a person prizes, cherishes, holds dear or considers important. There are many different types of values. Among the different types of values are:

1) **Moral Values.** What is good or right behavior? What is just? What thoughts, ideals, attitudes or beliefs are noble and worthy?
2) **Spiritual Values.** What are the best ways to worship? What is the spiritual or religious way that is most meaningful to you?
3) **Aesthetic Values.** What types of things are beautiful, harmonious or pleasing to you?
4) **Sensual Values.** What kinds of experiences make you feel good or give you a sense of pleasure or of well-being?
5) **Prestige Values.** What brings you worth or esteem in the eyes of others? What is "in" or fashionable or respectable? What gets you the kind of attention or respect from others that you want or need?
6) **Economic Values?** What is most important to you in the way of earning or acquiring money, your standard of living or your financial security?
7) **Pragmatic Values.** What are the things that you feel are practical and useful?

Naturally, those various types of values are related. They overlap. It is difficult to consider one type without involving one or more of the others. And, of course, values have varying degrees of strength. Each individual has a kind of "pyramid of values." Some values are much higher in degree of importance than others. They take priority. Some people may value most highly things that they feel are practical for everyday use. Others may cherish works of art or things of beauty.

**What Are Your Values?** That is really for you to decide. Perhaps you already know. But it is likely that you have some areas of confusion or conflict regarding what you really value. You may even have mistaken ideas about what you think your values are. Nearly everyone does, and that is the reason for "values clarification."

**What Is Values Clarification?** Values clarification is a process or means of taking a closer look at

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what we say, do and believe in an effort to find out or clarify what *is really* important to us. Values clarification is a kind of self-analysis.

**Why Is It Important?** Well, it may not be; again, that is up to you. But if one of your values is to grow in knowledge and understanding of yourself—then it could be very important to you.

Doesn't everyone already know what is most important to them or what they value most highly? Often we don't know or it is not clear. Many of our ideals, beliefs, behaviors or "values" are merely habits of thinking or behaving. Sometimes this is because we don't know any other ways or because we haven't stopped to think about the motives or reasons for the things we think, say or do.

For this reason a little serious thought or reflection about ourselves in relation to our values can often help us to clarify the values or get them in a truer focus.

A process of values clarification can:

—help us know ourselves better.
—become a guide for self-improvement.
—be helpful in making personal decisions
—help us manage our time, energy and resources to our best advantage.
—help us eliminate some of the confusion in our lives.
—help us to formulate a desired system of values.
—help us to act or behave more in accordance with our desired system of values.
—help us to better understand and respect others who have different values.

Values clarification can help us to establish a firm self-identity—who we are or who we would like to be. We live in rapidly changing times. We live at a fast, and often hectic, pace. We are besieged and bombarded from all sides by various pressures that are trying to influence or determine our values. We cope daily with many different "pushes" and "pulls" that presume to tell us what is "right" or "best" for us.

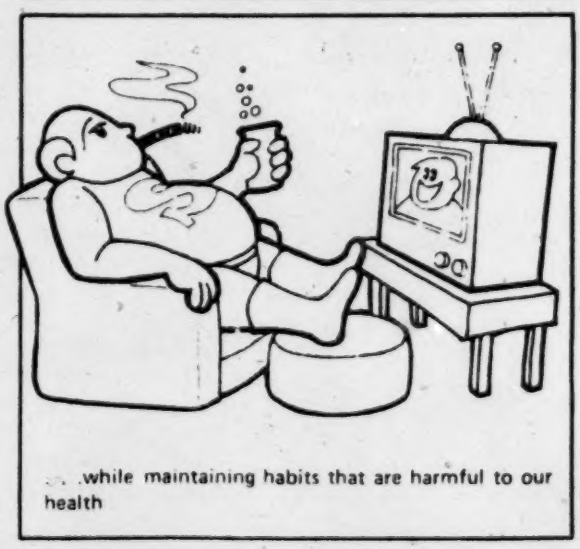
In the final analysis—if we want to have a clear self-identity and a system of values that we can call our own—we have to take control, make some choices, clarify and establish our own system of values.

People often have some confusion or conflict about their values in several areas of their lives. The following areas are typical:

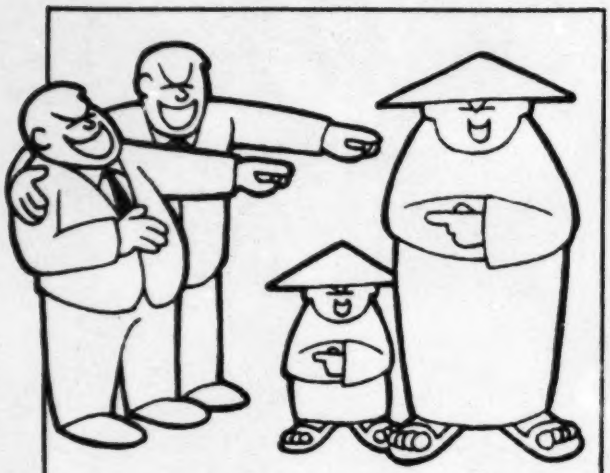
| | | |
|---|---|---|
| family | sex | friendship |
| money | love | work |
| death | leisure | aging |
| religion | politics | personal tastes |
| authority | health | freedom |

We may think that we have definite ideas or values relating to such items. But often when we take a closer look at our feelings and attitudes we find that we are not so certain; or we may have some values that are actually in conflict. As an example, we may think that we value our mental and physical health a great deal, while maintaining habits and lifestyles that are harmful to both our physical and mental health. In such a case what *is* the real value?

We may think we value physical health a great deal. . .



. . .while maintaining habits that are harmful to our health



Sometimes we have a tendency to "put down" those who are different from us.

Once we know and understand our own system of values, we are better able to understand the behavior and feelings of others. Sometimes we have a tendency to "put down" those who are different from us. The differences may be due to their system of values. Their values may be as important to them as yours are to you.

Often we see people who say or pretend that they are one way while behaving in a contradictory way. We may label them phonies or hypocrites. Those persons could be experiencing a confusion or conflict of values. Or they could be having difficulties in living up to an ideal that they do actually value.

Much of the ill-feelings among individuals and between groups is brought about by differing or conflicting systems of values. We really cannot make the rest of the world accept our chosen system of values. But we can minimize much of the ill-will and bring about more tolerance and better understanding by clarifying and knowing our own values and by respecting the values of others.

### How Is It Done?

How do we clarify our own values? One good way has been outlined by Louis Raths (*Values & Teaching*), a man who has studied people and values. He suggested seven factors in a process called "valuing." If there is something that we truly value, we will:

1. Prize and cherish it. We will hold it in high esteem and it will mean a lot to us.
2. Be willing to affirm it or uphold it publically or before others when appropriate.
3. Have had the opportunity to have chosen from other alternatives.
4. Have also been able to have chosen freely and without coercion or undue pressure.
5. Have chosen after having considered the logical consequences.
6. Act in a manner that supports that value.
7. Repeat behaviors that support the value often enough to form a consistent pattern.

If your value conforms to or is supported by all seven of these considerations, then it must be a firm value. If the value is not affirmed by this total process, then you may have some confusion, doubt or conflict. Or perhaps what you thought was a value is better described as a habit of thinking or acting, or an opinion. Maybe it is an ideal that *you would like to claim* for a value.

### Try It! Exercises for Clarifying Values

1. Select something you consider a value. Check it against the seven-step process given above. How did it measure up? Now try this with several other values of different types and see how they stand up to the test.
2. List, in order of value, your five most cherished material possessions. Is that also the order in which you would try to save those items in case of fire or natural disaster?
3. List in order of importance to you, your five most cherished relationships. How much time do you spend with each of these people?
4. List in order of preference the five activities that you enjoy the most. How much time, energy or money do you spend with each one?
5. List in order of importance your five most cherished ideals or beliefs. How do you demonstrate this in your daily life?
6. Take the previous four lists and place those twenty items in rank order of importance to you. Is this ranking affirmed by the way you expend your time, your energy and financial resources?

Do those items all measure up as values according to the seven-step process? Are your values what you thought they were? Are you pleased with them? You have begun the values clarification process. Keep trying and be honest with yourself. You can know and understand yourself better. You can get closer to being the person you want to be.

## Other Aids

There are many strategies or techniques similar to what you have just tried for helping people to clarify their values. The following books are examples of other resources.

*Helping Your Child Learn Right From Wrong: A Guide To Values Clarification*, by Sidney B. Simon and Sally Wendkos Olds.

*New Strategies For Value Clarification*, by Sidney B. Simon, Leland W. Howe and Howard Kerschenbaum.

*Parent Effectiveness Training*, by Thomas Gordon.

*Teaching Subject Matter With A Focus On Values*, by Merrill Harmin, Howard Kirschenbaum and Sidney B. Simon.

*Understanding The Problem Child*, by Louis Raths and Anna Burrell.

*Values Clarification*, by Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum.

*Values and Teaching*, by Louis Ratha, Merrill Harmin and Sidney B. Simon.

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This fact sheet was promulgated at a cost of $127.91, or 1.5 cents per copy, to educate the general public about values clarification.

Single copies are free to residents of Florida and may be obtained from the County Extension Office. Bulk rates are available upon request. Please submit details of the request to C.M. Hinton, Publication Distribution Center, IFAS Building 664, University of Florida, Gainesville, Florida 32611.

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COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
(Acts of May 8 and June 30, 1914)
Cooperative Extension Service, IFAS, University of Florida
and United States Department of Agriculture, Cooperating
K. R. Tefertiller, Director

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HANDOUT

## POSSESSIONS AND LIFESTYLES

Directions:

1. In Column 1 list 12 or more items you or your family have purchased in the last year.
2. For each item listed, place check (✓) in appropriate columns.

| Possessions | Items Essential for Happiness | Items Which You Could Do Without | Items Which You Would Consider Doing Without | Items Which Would Be Eliminated Only If Absolutely Necessary | Items Which Use Electricity | Items Which Use Gasoline or Petroleum Products | Items Which Use Solar Energy | Items Which Are Recycleable |
|---|---|---|---|---|---|---|---|---|
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Adapted from J. C. Penney materials

HANDOUT

## ENERGY ETHIC

Below is a list of items and activities which require energy for their manufacture, use, and disposal. Number (rank) these items in order of importance and necessity to you. Mark your responses in column A -- number 1 being most important on down to number 20 for least important.

| A | | B | C |
|---|---|---|---|
| _____ | watching television | _____ | _____ |
| _____ | hot water for bathing | _____ | _____ |
| _____ | electric toothbrush | _____ | _____ |
| _____ | waffle iron | _____ | _____ |
| _____ | synthetic clothing | _____ | _____ |
| _____ | reading a book | _____ | _____ |
| _____ | eating a raw apple | _____ | _____ |
| _____ | TV dinner | _____ | _____ |
| _____ | car ride to the store | _____ | _____ |
| _____ | drive-in movie | _____ | _____ |
| _____ | making home made ice cream | _____ | _____ |
| _____ | lipstick or cologne | _____ | _____ |
| _____ | aerosol deodorant | _____ | _____ |
| _____ | electric hairdryer | _____ | _____ |
| _____ | bike riding | _____ | _____ |
| _____ | a walk in the sun | _____ | _____ |
| _____ | candy | _____ | _____ |
| _____ | nighttime football games | _____ | _____ |
| _____ | hot lunches | _____ | _____ |
| _____ | school buses | _____ | _____ |

Now that you have ranked these items according to their importance to you, go back and rank the ones you feel are <u>most energy intensive</u> in Column B (from 1 to 10).

Now mark in Column C the items you could do without which would help you and our nation conserve energy.

Adapted from J. C. Penney materials.

HANDOUT

## ELECTRICAL HOUSEHOLD APPLIANCE CHECKLIST

In column 1, check (✓) those appliances that are found in your home. In column 2, check a maximum of 13 of those items checked in column 1 that you feel are needed and you could not do without. In column 3 check a maximum of 8 items that you would keep if a decree was given during an energy shortage that limited the number of appliances a person could possess.

| | 1 | 2 | 3 |
|---|---|---|---|
| air conditioner | | | |
| blender | | | |
| clothes dryer | | | |
| coffee maker | | | |
| dishwasher | | | |
| electric shaver | | | |
| electric toothbrush | | | |
| fan | | | |
| freezer | | | |
| frying pan | | | |
| hair dryer | | | |
| iron | | | |
| microwave oven | | | |
| mixer | | | |
| radio | | | |
| range | | | |
| record player/stereo | | | |
| refrigerator - freezer | | | |
| television | | | |
| toaster | | | |
| vacuum cleaner | | | |
| washing machine | | | |
| waste disposal | | | |
| water heater | | | |

Adapted from J. C. Penney materials. 14

HANDOUT

## THINGS I LIKE TO DO

| THINGS I LIKE TO DO | $ | E | e | F &/OR M | "10" | DATE |
|---|---|---|---|---|---|---|
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

1. List 5 things you like to do.
2. Place a $ sign by any item which costs more than $3.00 each time to do it.
3. Put an "E" in the row of any item which uses a lot of "Purchased" energy to perform.
4. Put a small "e" next to the items that require a little "Purchased" energy to perform.
5. Using the code letters "F" and "M", record which of the items on your list you think your father or mother might have had on their lists if they had been asked to make one at YOUR age. (F = Father and M = Mother)
6. Place a number "10" for any item which you think would not be on your list 10 years from now.
7. Finally, go down your list and place the date when you did it last.
8. Answer the following questions:

   What does your list tell you about the things you like to do?

   What items require a lot of energy?

   List ways that you could conserve energy from the list of things you like to do.

   Did your parents use less energy at your age than you? Why?

   What things are you going to keep doing for many years? What options are there for continuing to do these activities but with less energy?

   How could you get the same end result (satisfaction) for the short term items but use less energy?

Adapted from J. C. Penney materials.

HANDOUT

## LEISURE TIME ACTIVITIES

1. In column 1, list 10 leisure time activities that you enjoy doing in the space provided.

2. In the second column, rank these activities in the order of importance to you.

3. In the third column under costs money, place the score which best indicates the cost of this activity.

   -3 points - high cost activity
   -2 points - moderate cost activity
   -1 point - low cost activity
   -0 - no cost activity

4. In the fourth column under activity point, place this score that best relates the amount of "purchased" energy used for the activity.

   -3 points - major amount used
   -2 points - moderate amount used
   -1 point - little amount used
   -0 - no purchased energy used

5. In the fifth column, again rate the activity but this time on the frequency the activity is performed.

   -3 points - performed a lot
   -2 points - performed occasionally
   -1 point - performed seldom
   -0 - if never done

6. To calculate the total value, add the points in columns 3-4-5 together, obtain a total and put in column 6. (Example 3+2+0 = 5)

7. In the seventh column, rank the items from high to low in the total value column. A 9 would be ranked #1, a 0 would be ranked #10.

8. After completing this activity, answer the following questions:

   -With a severe energy crisis and a need to cut leisure activities by 50 percent, how would you cut your leisure time activities?

   -How could you obtain the same enjoyment but use less energy?

   -Are you willing to reduce your activities by 50 percent to help conserve energy? Why or why not?

   -Does the ranking affect the decision to reduce activities? How?

   -Does the dollar value have an affect on energy use?

   -What activities can be done without "purchased" energy?

HANDOUT

## LEISURE TIME ACTIVITIES

| | Activity (1) | Order of Importance (2) | Cost Money (3) | Energy Used (4) | Frequency (5) | Total Value (6) | Rank (7) |
|---|---|---|---|---|---|---|---|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
| 5 | | | | | | | |
| 6 | | | | | | | |
| 7 | | | | | | | |
| 8 | | | | | | | |
| 9 | | | | | | | |
| 10 | | | | | | | |

HANDOUT

## ACTIONS TO SAVE ENERGY

Place a check mark along the line which most closely represents your actions for using and/or conserving energy.

1. Wear a sweater and turn heat down in your home.

2. Maintain heat high enough to wear light clothing during the winter in your home.

1 2 3 4 5 6 7 8 9 10

3. Raise the temperature of the air conditioner and wear lighter weight clothes during the summer.

4. Maintain a cool temperature in the house during the summer, so you can wear fashionable layered clothing.

1 2 3 4 5 6 7 8 9 10

5. Make changes in your basic lifestyle to conserve energy.

6. Resist all suggested changes to conserve energy because you deserve what you can get.

1 2 3 4 5 6 7 8 9 10

7. Recycle bottles, aluminum cans, paper, and other items of value.

8. Throw things into the trash when they become old or you're tired of them.

1 2 3 4 5 6 7 8 9 10

9. Wear clothing until it wears out to conserve resources.

10. Buy several new items for your wardrobe each season to stay in fashion.

1 2 3 4 5 6 7 8 9 10

11. Use mass transit whenever possible.

12. Drive your own vehicle to go everywhere.

1 2 3 4 5 6 7 8 9 10

Adapted from J. C. Penney materials.

HANDOUT

A DAY WHEN ...

Each group member is to select an individual for the appointed time period (such as a typical mother, father, children of various ages, a tradesman, etc.,). As a group, study, the time period to determine how everyday tasks were performed or accomplished for the character selected.

Try to address the following questions:

1. How much and what type of energy was used in the tasks performed? (physical labor vs. machine)

2. What conveniences are there now that did not exist then to do the same tasks?

3. What types of activities and tasks are done now that could not have been done then?

4. Discuss changes in use of energy to accomplish the same tasks. What types of goals did these people have, and how did they differ from today?

5. What means and types of energy was available then?

6. Would you be willing to change to the studied lifestyle if energy was severely limited? Why or why not?

HANDOUT

## ENERGY ACTION

Directions: Read the statement at each end of the continuum and circle a number along the continuum which most closely reflect your beliefs.

Energy Conserving Cora owns no appliances, lives in a solar house and grows her own food. To bed at sundown and up at dawn, she never uses a light bulb. She wears a ski jacket at home and never turns on the heat.

Energy Expending Eloise keeps 2000 lamps lit day and night in her lamp store. Her idea of home entertainment is using her electric appliance collection-a toothpaste dispenser, a shoe polisher, a back scratcher and a push-button oil dispenser.

1 2 3 4 5 6 7 8 9 10

Uninvolved Urie believes "somebody else" will deal with the issues. He never attends a community meeting and hasn't registered to vote for five years, then complains loudly about actions taken by elected officials.

Over-extended Otto writes an average of 2500 letters yearly to his Senators and Representatives. He gives 90% of his money to "good causes" and is so passionately committed to public issues that he neglects his own welfare.

1 2 3 4 5 6 7 8 9 10

Recycling Ron reuses everything ten times. He is wearing the third remake of his junior high graduation suit, has converted his basement into a recycling center and has just published his book, "3001 Ways to Use Leftovers."

Throwaway Thurgood uses things only once, buys paper clothes and junkpiles his car after 1,000 miles or six months, whichever comes first. He throws away so much the trash company picks up three times a day.

1 2 3 4 5 6 7 8 9 10

Adapted from J. C. Penney materials.

HANDOUT

## THE CHOICE IS YOURS

In Column A, rank the five statements from most desirable (1) to least desirable (5). As a group, rank the items in the same manner and place the order in Column B. (There are no right or wrong answers.)

| A | B | |
|---|---|---|
| ____ | ____ | a. Electrical energy is one way to economic growth; if we must pollute the environment to get the electricity, it is a small price to pay. |
| ____ | ____ | b. Electrical energy will be in short supply in the years ahead; but if this generation can operate with the available supply, the next generation can take care of itself. |
| ____ | ____ | c. If our lifestyle can be changed so that we use less material goods and, consequently, less energy we must do so, even if it means going back to a 1900 standard of living. |
| ____ | ____ | d. We must have a clean environment even at the cost of economic growth; therefore, any fuel that will be used to generate electricity that will cause pollution should be banned from use. |
| ____ | ____ | e. It is probably necessary that we will have some pollution in our efforts to produce enough electrical energy in the years ahead; we should accept this as a necessary evil to gain economic growth. |

HFS-745

Resource Management

EHE FACT SHEET

# Make Up Your Mind: Improving Your Decision-Making Skills

Katey Walker

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Effective decision-making means that you can "make things happen," instead of just "letting things happen." Decision-making is required in every activity and in every subject. It is involved in a variety of situations and problems, from the very simple to the very complex. Making a good decision takes time and effort. It involves thinking . . . and thinking is hard work. Making decisions which direct and guide events and actions into a planned course, rather than letting events fall to chance, is one of the marks of a good manager.

## Developing the Art of Decision-Making

Everyone, young or old can learn to improve their decision-making skills. Making a decision is not something you do from habit – it requires conscious thought. Management, and life, consists of a series off decisions. Every decision we make is different from all others because we have had one more experience. Most decisions are made in series–you do something and then do something else. Often making one decision does not settle anything–instead, it gets you into the position to make another.

Family decisions give each person an opportunity to voice his opinions on matters that affect work and family living. If the older children are a part of the decision-making team, they will be more understanding of family goals and problems. Through this experience, they will learn and be able to help the family make better decisions.

Making a decision means making a choice which, in turn, means selecting from among alternatives. All decisions carry with them some dissatisfactions and some conflicts. One has to accept the part which does not satisfy along with the part which does. Successful decision-making means making a choice that has enough of the important satisfactions in it to outweigh the less important dissatisfactions.

Family decisions are based on family communication

### The Decision-Making Process

The steps in decision-making decision-implementing as they apply to family and individual resource management decisions are:

1. **Recognize the Problem.** The decision-making process starts by recognizing a problem exists: that something has to be changed in the situation and that there are possibilities for improvement. Big problems must often be broken down into smaller components.
2. **Analyze the Problem.** Once it is obvious a problem exists, study the problem carefully to find exactly what in the situation is causing the problem. Again, be as specific as possible.
3. **Consider Your Goals.** Consider the goal or goals you want to reach. The goals you choose are influenced by the values you have–what you believe is important. Becoming more aware of your values and the priorities you put on them will help you see more clearly what is desired.
4. **Look For Alternatives.** Think and look for as many alternatives as possible and practical. In most situations it is not feasible to explore all the possibilities because of time and expense. However, try to look for more possibilities than the obvious or habitual ones. If the decision is very important– in either human or financial terms– it will be worthwhile to spend more time and effort in looking for a solution or making a choice.

   Analyze the resources each alternative course of action will require. How does the time, money, skill, energy, or other resource needed compare with the resources you have? Does one alternative require fewer of your scarce resources? You must also compare the expected benefits from your selection. It doesn't always make sense to choose the cheapest product or the lowest cost activity, if the results will also be lower in quality.
5. **Select the Best Alternative.** After looking carefully at the possible alternatives, select the one that seems best for you. Keep in mind the values that are important to you, the goals you are working toward, and the resources you have to work with. It is possible that none of the seemingly available alternatives will be acceptable. If there is no one best alternative, or none at all which seem satisfactory, perhaps a new alternative can be created by compromise, or by combining some of the possible ideas you have. Occasionally, you must make a decision to postpone action in order to seek more information. But don't put off making any decision just because you don't have a perfect answer.

   Most decisions are made under conditions of uncertainty, imperfect knowledge, and limited resources. You "do the best you can with what you've got" and try not to expect the impossible.
6. **Put Your Decision Into Action.** Making a decision doesn't end with choosing the best alternative. You must put your decision into action. Usually people carry out their own decisions. At some times, however, group action by members of the family, or other groups, must be generated. If everyone involved has had a share in making the decision, they will usually be more willing to help implement it.

   Many, perhaps most, decisions do not directly solve a problem. They simply put you in a position to make additional decisions, which move you closer to your goal. One central decision (such as moving to a new town) involves a large number of additional "satellite" decisions, such as choosing among housing alternatives, transportation methods, church and community affiliations.

   Another decision-making pattern is the chain-linkage pattern, more commonly known as "one thing leads to another." Each decision is directly dependent on a previous choice in this model.
7. **Accept the Responsibility.** When you have made a decision, you need to accept the responsibility and consequences for making it. You need to be willing to live with it, or else take the lead in making another decision for changing directions. Most decisions are made without having all the information you'd like and all the resources you really need. Don't be afraid to make a decision just because you may have to revise it... that's part of the process.
8. **Evaluate Your Results.** The outcome or result of your decisions should be evaluated regularly to determine their effectiveness. Most decisions lead to additional decisions. The standard of measurement is to see if your decisions are moving you toward your goals.

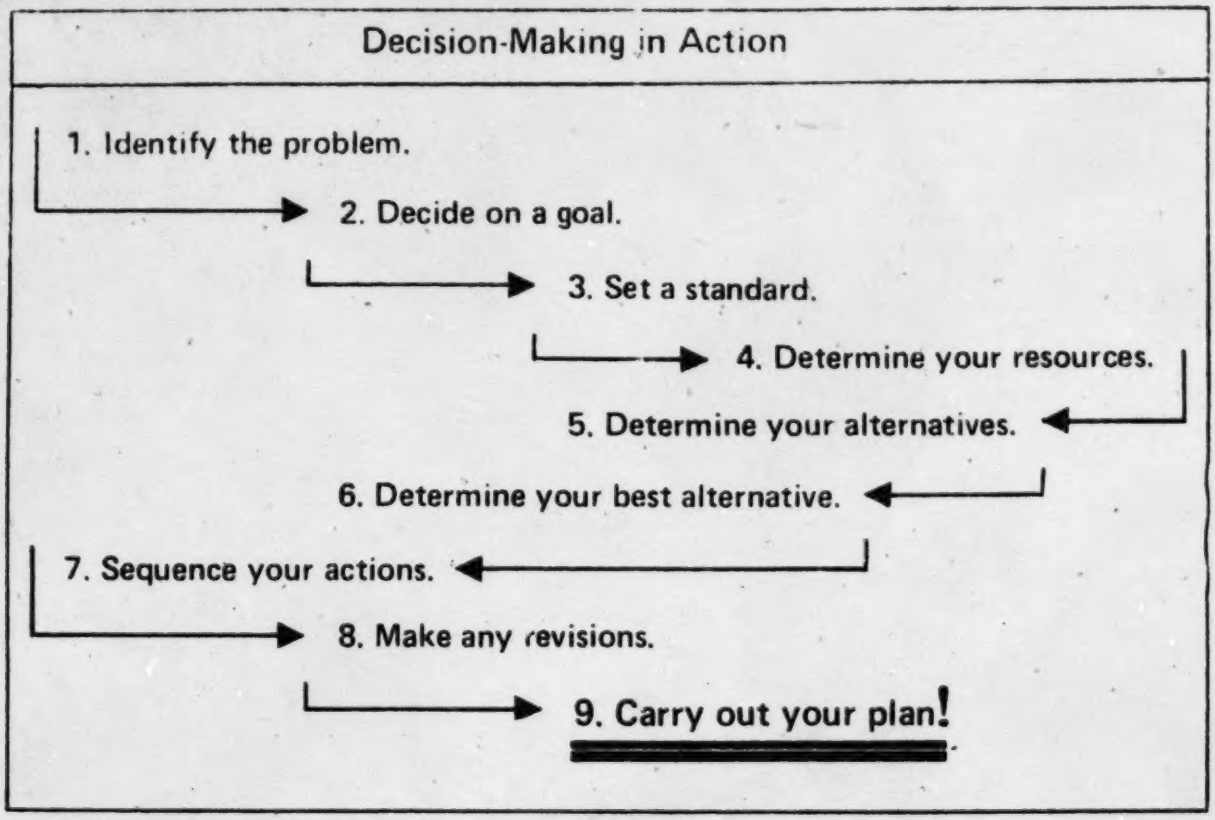
   Use habits to reduce time in decision making. For instance, you don't need to spend a great deal of time deciding which tube of toothpaste to buy. Lots of purchasing decisions and some management decisions can be made on a routine basis until your situation changes. Sometimes old habits persist long beyond the time during which they served a useful purpose.

### Improve Your Decision-Making

You can improve your ability as a decision maker if you:

- Become aware of your own and your family's values, the conditions which support these values, and the choices which are available. Study situations carefully, so you can recognize more clearly the cause and effect of actions. Decisions which create conflicts are hard to carry out.
- Develop sensitivity to the individual responses of persons affected by the decision. Personalities differ, and a good manager is aware of the kind and amount of impact on individual persons as a consequence of a decision.
- Be objective in viewing the problem that demands decisions. Try to avoid making decisions when you are upset, tired or under great stress. Be objective and specific. Concentrate on solving the problem rather than on a personal emotional consideration.
- Follow these guidelines:

  If a decision is reversible, make up your mind quickly. Practice making quick decisions when the outcome involves only small changes. If a decision is not reversible, allow time to thoroughly consider all alternatives. "Sleep on it."


Decision-Making in Action
1. Identify the problem.
2. Decide on a goal.
3. Set a standard.
4. Determine your resources.
5. Determine your alternatives.
6. Determine your best alternative.
7. Sequence your actions.
8. Make any revisions.
9. Carry out your plan!

**Decisions About Resources**

Decision-making in resource management focuses on two general areas of concern–*resource development* and *resource allocation*. Where the kinds of resources available to the individual or family are inadequate to assure goal achievement, decisions about how additional resources can be achieved are necessary. Where many goals are being pursued, and the resources for achieving them are limited in amount, quality, or kind, decisions about how to allocate or distribute the available resources among the goals are required. These decisions can be:

- Social Decisions. The selection and ordering of goals by priority, decisions about which of the available resources are relevant for the given family situation, and the general roles to be played by family members. Social decisions involve conflicts among goals, values, or standards which require mediation and integration if the family is to be able to work together as a group.
- Allocative Decisions. Deciding the most productive ways to distribute relevant resources among their alternative uses. This is where the basic concepts of economics come into play in the making of decisions. When goals have been established and resources are limited, the decisions which have to do with allocating the existing resources among these goals are economic decisions.
- Technical Decisions. This is the answering of the what, when, who, how and why questions in relation to getting a given task, or a whole cluster of tasks, done harmoniously and efficiently. Once resources have been committed to the achievement of a specific goal, deciding on the best way to use those resources is a technical decision.
- Coordination-Interaction Decisions. These are decisions such as: a) what are the best means of communicating within the family?; b) what information is necessary for making family decisions and how is new information to be obtained?; c) what are the criteria by which evaluation takes place?; d) what are the responsibilities of family members in the process of making family decisions?; and e) what are the ways of motivating family members to play their respective roles?

These categories of decisions show how interrelated and interdependent decisions can be. Consider the homemaker who has a job outside the home. She has certain standards she wants to maintain in the smoothness of operation and appearance of the home. Her husband may feel even more strongly about the desirability of a smooth-running household. She also believes that her children should learn some of the basic homemaking skills, although the children are not highly motivated in doing so at this particular time.

If this homemaker is to reach a satisfactory level of management, she and her family will be involved in many managerial decisions. They will need to decide such things as what makes a smooth-running household, what limitations are placed on the traditional homemaker's role when she

works outside the home and what adjustments must be made. They also need to decide the timing of routine work of the household and meal preparation, what responsibility each family member assumes, who supervises the children and what to do in emergencies.

Each stage of the family life cycle has its own particular kinds of problems that require managerial decisions. Changes in the family's economic and social environment also lead to a need for many decisions.

### Decision-Making in Action

1. Identify the problem which needs to be solved.
2. Decide on the goal you want to achieve.
3. How will you determine when your task is completed to your satisfaction? In other words, what is your standard for this goal?
4. What resources will you need to reach this goal?
5. What alternatives do you have to reach your goal?
6. Which alternative offers you the best course of action? Why?
7. In what sequence would it be best to organize your actions?
8. Do you need to make any revision decisions? If so, explain.
9. Carry out your plan. Keep an account of the decisions needed to keep your plans moving toward your goal.

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HANDOUT

## WEEKLY VEHICLE USE

Keep track of the trips made with each family vehicle or personal vehicle for one week and the mileage. Record on the chart and then analyze to determine the major use(s) of the vehicles.

| CAR USED FOR | Number of Trips | Mileage Total | Average Mileage/Trip |
|---|---|---|---|
| Educational | | | |
| Work Trips | | | |
| Social | | | |
| Family Business | | | |
| Recreation | | | |
| Total | | | |

Answer the following questions:

1. What other methods of transportation could have been used for each of the trips?

2. Could any of the trips have been eliminated or combined? How many? How many miles would this have saved? How many gallons of gas?

3. Multiply the above figures by 52 (the number of weeks per year). How many miles, gallons of gas, dollars could be saved by your family by wise use of your vehicles in a year.

## DECISION-MAKING IN ACTION

1. IDENTIFY THE PROBLEM
2. DECIDE ON A GOAL
3. SET A STANDARD
4. DETERMINE YOUR RESOURCES
5. DETERMINE YOUR ALTERNATIVES
6. DETERMINE YOUR BEST ALTERNATIVE
7. SEQUENCE YOUR ACTIONS
8. MAKE ANY REVISIONS
9. CARRY OUT YOUR PLAN !

HANDOU

## ENERGY USE AND ABUSE

Directions: Choosing examples of five major energy-consuming items you use daily, answer the questions in each column. Several responses to each question may be possible.

| ENERGY-CONSUMING ITEM | Why is this item convenient for you? | What function does this item serve in your life? | How can the item be less energy wasteful? | What changes in lifestyle would make the item less important to you? | How can other people help you change? |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Adapted from J. C. Penney materials. 28

## EVALUATION

1. List five possessions and five activities which have real importance to you and in a sentence (for each of the ten things listed) explain why it is so important to you.

2. List four factors would cause you to change your lifestyle so that you would use less energy.

3. List five changes you would be willing to make in your lifestyle to conserve energy. List five conditions of your lifestyle which you would resist changing even with a real energy shortage or a very high cost of energy.

4. Energy for home and personal use is to be severely rational. Which of the following restrictions would you be most willing to except? Explain your choice.

   (1) No electricity in your home for 12 hours each day.

   (2) Gasoline limited to ten percent of present use.

5. As your teacher, what evidence can I expect to see that you have learned and changed your behavior as a result of this unit on attitudes and the energy situation our country is now experiencing.

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